

Childcare Setting Name:

Children's Place Ltd

Name & Contact Details of Person Submitting this Information:

Jane Sewell tel: 01422 329030

1. How do we make sure all children reach their potential?

Children's Place is committed to the inclusion of all children whatever their needs. We work closely with parents and carers in order to identify any special requirements a child may have.

All children have the right to a broad and balanced curriculum to enable them to develop to their full potential alongside their peers. It is a positive experience to be able to share the same opportunities and overcome any difficulties.

Children's Place is sensitive to individual needs and is committed to developing a climate of warmth and support in which all children can thrive.

- Children's Place is committed to the inclusion of all children and their families within the services and provision offered by the setting.
- Each child is always given new opportunities to explore their environment.
- Each child is individually encouraged to develop independence and is treated as an equal.
- Each child is given appropriate resources and equipment to enable them to develop to their full potential.
- Each individual child has a right to a broad and well-balanced range of play-based experiences within a safe and stimulating environment, based around the Early Years Foundation Stage.
- Each child is continually observed, monitored and assessed, encouraging early identification of any additional needs.
- Named and trained SENCO's help staff to work within the Code of Practice, ensuring that all Early Years practitioners working in the nursery are aware of the Inclusion Policy.
- SENCOs assist with assessing children's additional and special educational needs and identifying resources or adaptations to the environment that may need to be made to meet individual needs and therefore include all children.
- Parents have the right to take part in all discussions relating to their child and they are fully consulted about their child's individual needs. Parents play the greatest part in the care of their child and it is important to remember that they know their child better than anyone. We acknowledge how vital the views and experiences of parents are in helping their child to develop.
- Where children are identified as having special educational needs parents must be fully consulted and involved at all stages through regular reviews and meetings.
- The SENCOs liaise closely with other professionals and agencies involved with each child helping parents and staff to access support and training from a range of support services, including child health services, learning support services, voluntary agencies and services offered by the setting.
- It is of paramount importance that we as carers and educators are aware that all children have a right to experience all aspects of learning through play to enable them to develop to their full potential. We strive to ensure that we all foster positive views and images of all children in our care and in the wider community.

2. How do we identify the additional needs of a child with SEND? How do we work out what their needs are and how can we help them?

Initial assessment in consultation with parents may identify parental concerns about their child. Observations by staff followed by discussion with colleagues may also identify the nature of any concern:

- Communication and / or interaction difficulties
- Sensory or physical difficulties
- Emotional and behavioural difficulties
- Makes little progress in specific areas of learning over a long period of time
- Continues working at a developmental stage substantially below that expected of children of a similar age.

Staff make focused observations in relation to their concerns, during different sessions, times and activities. This information is shared with SENCO. Staff discuss and decide upon strategies and differentiation, which could be used in the setting to increase the child's inclusion.

Where a problem or problems persist, the key person talks informally to the parent / carer about concerns and strategies being used in nursery, discussing what may help at home.

Staff should continue to observe and monitor whether concerns diminish or persist.

Where problems persist the key person meet again with parents to consider further evidence for concern and may advise parents to speak to their health visitor and/or send a referral form so that support can be accessed from other agencies.

3. What special educational provision is available in our setting? What do we do to meet children's additional needs?

We follow the EYFS framework and the standards set by Ofsted. We have a trained SENCO who can support practitioners in identifying children with additional needs (implement IEP's). Practitioners will carry out assessments on the child's progress and seek further support from other agencies if necessary. We would purchase/hire any additional equipment that would be needed to help support the child.

4. What additional support is available for children with SEND and how do they access it? What other help can we get?

Once it is identified what the additional needs are, the SENCO will refer the child to other relevant agencies/professionals for example Speech and Language Therapist, Physiotherapist, Portage & Early Years Support etc.

5. How can we adapt our setting to enable children with SEND to participate?

The layout of the room would be considered and changed if necessary to ensure the child could access all areas of the provision, for example if an activity had been set up on the floor but it was easier for the child to access it from the table (or vice-versa) then this activity would be adapted. We would also obtain any equipment that would support the child so that they could participate in all activities (following IEPs). Where necessary the child would be given one to one support.

6. How can we ensure we get the service, provision and equipment that children will need? How can we make sure we get all of the help we need from different people?

We would send a referral form to the early years who would come and assess the child and then would inform us additional support we would need. We would work with other professionals to find out what resources and equipment would be needed to support the child and if necessary where we can access the resources and equipment from.

SENCO to attend training, forums and conferences.

7. How do we support and improve:

- **the PSED of children with SEND?**
- **the Language and Communication of children with SEND?**
- **the Physical Development of children with SEND?**

We ensure all children have a key person who they spend time with individually and in their key group. The key person will use Development Matters to support them in all the areas of learning for the child. The key person will feed back to the parent on how their child has been on a daily basis and inform other professionals of significant changes. We would ensure we gained the support from other professionals ie speech and language therapy, physio etc

8. How do we support children with multiple and complex needs?

If necessary, before a child starts nursery, we find out who they are already getting support from and then work with the other professionals to get all the background information so we can have everything in place before the child starts nursery. If the child is already in nursery and the needs are identified by a key person, then we would carry out the process already mentioned and refer the child for additional support, ensuring parents are involved thought the process.

9. How do we assess and review progress towards agreed outcomes and how are parents and children involved in this process? How do we keep parents informed where children have SEND but do not have an Education, Health and Care Plan?

Please see section 2 and 3.

When carrying out meetings to review the progress of the child, the key person, the parents, other professionals and the child is involved. In the meetings the aim is to assess the child's needs and to give them the support they need, the next step is to plan by finding the aims for the child and looking at the impact this may have. Next, is to 'do' what has been planned, this is carried out by the key person, with support from the SENCO. Then finally to review what has been done (within an agreed time) and evaluate the impact and the progress of the child by the key person, SENCO, parents and other professionals.

**10. How do we support children with SEND moving childcare settings or moving onto primary school?
How do we support and enable children with SEND to access activities and experiences beyond those we offer in the setting?**

We would arrange transition visits with the new setting/school. The key person would go to the new setting with the child and his/her parent and share the learning journey with them. Informing the new setting of the child's additional need and the support they have in place. We would also invite the new setting to visit our setting so they can observe the child in their current environment. If necessary numerous visits will take place.

11. How do we assess the effectiveness of our special needs provision and how are parents and children involved in this process?

To reflect on our provision we carry out our own quality monitoring. Parents have the opportunity to give feedback on our service by completing parent questionnaires, contributing to parent forums, attending stay and play sessions. Children's views are obtained through observation, assessment and planning as well as a child questionnaire (3-5 years olds)

12. How do we ensure that we have the expertise needed to support children with SEND?

By ensuring the SENCO attends training, forums and conferences to ensure their knowledge is current and up to date. The SENCO will then share the information at staff meetings.

13. How can parents make a comment, compliment or complaint about our provision?

They can do this by speaking to their key person, manager or any other member of staff. They can write a comment, compliment or complaint in the suggestion box or they can write directly to the nursery manager by letter or via email. We also display the Ofsted 'Parents' poster which gives parents details for contacting Ofsted directly.